




YEAR 10 SPRING TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Health and safety and food safety in hospitality and catering

Curriculum Intent	In addition to working further on objectives from Autumn year 10, pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/Assessment Objective Links	<p>1.3– Spring 1</p> <ul style="list-style-type: none"> • Health and safety in hospitality and catering provision • Safety and security in front and back of house • Laws about personal safety • Risks and control measures for staff, customers and suppliers • Food safety legislation <p>1.4– Spring 2</p> <ul style="list-style-type: none"> • Food-related causes of ill health • Food allergies and intolerances • Preventative control measures for food-induced ill health • The Environmental Health Officer
Spiritual, moral, social, and cultural development	<p>SMSC: Consideration of others when carrying out practical work, helping others where possible, working as a cooperative team in unit areas. Being aware of laws that exist to protect everyone in the workplace, including staff, customers and suppliers.</p> <p>PSHE/British Values: Being aware of the laws that have to be followed when working with food to keep customers safe, being aware of personal responsibility for food safety and health and safety.</p> <p>Skills Builder: weighing, measuring, personal hygiene, use of equipment, organization, time management, application of health and safety and food safety rules.</p>
Numeracy	Accurate weighing, measuring, use of hob and oven for temperature control.
Literacy	<p>Vocabulary Tier 2: health, safety, laws, security, risks, heavy, falls, slips, trips, cuts, burns, scalds, fire</p> <p>Vocabulary Tier 3: incidents, near misses, health hazards, biological agents, personal protective equipment, risk assessment, control measure, inebriation, exposure, muscle strain, legislation, due diligence, hazard analysis, regulations, critical control points, contamination, microbes, cross-contamination, bacteria, moulds, yeasts, spoilage, pathogenic, toxins, multiplication, all groups of FP bacteria to be learned, high-risk, low-risk, spores, germination, fermentation, allergies, intolerances, allergen, anaphylaxis, lactose intolerance, coeliac disease,</p> <p>Writing: answers in booklets, instructional writing, evaluations, extended writing, long response exam essays</p> <p>Oracy: answering questions, giving opinions, evaluating own and other’s work, discussing own experiences of hospitality and catering establishments in relation to food safety, reading reports of accidents and injuries caused in the hospitality and catering industry</p>
Becoming future ready	Careers/Employability: food preparation roles, front of house, back of house staff in hospitality and catering
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: through practical work - food products will vary in standard and quality depending on ability and support provided, some pupils may have TA support</p> <p>By resource: Booklets and factsheets provide stretch and challenge and scaffolding, word banks, literacy booklets, textbook provides a range of activities aimed at different abilities and word banks for each section with key vocabulary</p> <p>By Intervention: by providing different levels of supervision and support, especially with practical activities, TA support where provided</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue including in metacognition starters</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils will be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p>

	<p>By Offering Optional Activities: In class or as homework, to extend learning. Pupils will be encouraged to present the meals they make at home as a full meal, meeting the requirements of the Eatwell Guide Dietary Guidelines. They will be asked to reflect on their own and family's diet and suggest modifications. This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>	
Implementation Curriculum Delivery	<p>To be able to:</p> <ul style="list-style-type: none"> • Carry out practical work safely and hygienically • Demonstrate good time management and organisation in practical work • Describe the laws that exist to keep people safe in hospitality and catering • Explain the importance of safety and security in front and back of house • Describe risks and control measures • Explain the requirements of the Food Safety Act • Describe food-related causes of ill health including microbes and chemicals • Describe the signs and symptoms of food-related ill health • Describe control measures needed in hospitality and catering to prevent/reduce food-related ill health • Explain the role of the Environmental Health Officer 	
Learning Outcomes (Knowledge)	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>	
Current learning to be developed in the future within:	<p>Knowledge of food safety will be applied to practical lessons. Theory will be covered again during the revision period of year 11.</p>	
Assessment	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>	
Impact	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>	